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These statements evidently cover all possibilities ($>, =, <$), and no two of the conclusions can be true at once; therefore their converses are true, and

$$\text{If } \angle C > \angle A, AB > BC;$$
$$\text{If } \angle C = \angle A, AB = BC;$$
$$\text{If } \angle C < \angle A, AB < BC;$$

which proves the two theorems in which the condition refers to the angles, the conclusion to the sides.

Whatever kind of reasoning a pupil is using he should first state definitely the known statements from which he is reasoning, and then should draw his conclusions, stating what kind of reasoning is being used. In using the law of converse, he should say that the conditions cover all possibilities, and that no two of the conclusions can be true at once before drawing the conclusions.

In conclusion I may say that the experiment has been a great success. I not only find the reasoning of my classes more logical—in fact more critically logical—but the classes discover new facts with much greater facility than before.

The records of pupils who have mastered these first principles of logic have been excellent, both in college entrance examinations, and in more advanced work taken up by many of them, and I feel that I have greatly strengthened my teaching of geometry by my experiment in adding elementary logic to the course taught.

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MATHEMATICAL HISTORICAL MATERIAL FROM THE EAST.*

By Bertha Lillian Broomell.

It is impossible to give in a few words any adequate idea of the rare and valuable mathematical material collected last year in the Far East by Professor David Eugene Smith while on his sabbatical leave. We can merely mention some of his most important acquisitions.

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* Abstract of paper read at the annual meeting, Lancaster, Pa.

Among these are about four hundred volumes of printed mathematical works and two hundred manuscripts from Japan, including the great mathematical classics of that country; a set of *sangi,* the sticks which were used to represent the coefficients in the solution of numerical equations; and numerous native instruments for surveying and other purposes.

From China were brought between two and three hundred volumes, including the great encyclopedia of mathematics of about 1650 and the famous logarithmic table of 1712 printed at Peking. There is in manuscript the translation of Euclid made about 1600 by Matthew Ricci, numerous interesting dials, and a beautiful modern manuscript on silk of an ancient work showing the use of the magic square.

There are over one hundred Sanskrit manuscripts from India, the most famous being the *Lilávati* of Bhaskara, one copy of which dates from about 1400. Of numerous mathematico-astronomical works, one rare one of over one thousand pages was written before 1500. There is an interesting block book printed at Llassa from Thibet, and twenty or thirty palm-leaf manuscripts from Burmah, South India, and Ceylon, some thirty Persian and Arabian manuscripts of great value, including a translation of Euclid written in 1300, and other works on arithmetic, algebra, geometry and trigonometry, besides numerous photographs showing the great gnomons and other features of the Hindu astronomers, and the early numerals in the inscriptions of northern India. A set of a dozen plaster casts show the magic number squares cut in stone in Chittagong, east of Calcutta.

To his collection of dice, a subject Professor Smith has carefully studied in connection with the history of the number concept, he has added sixty-five different specimens, ranging from 600 B. C. to 1700 A. D.

A large number of European works on mathematics were also secured.

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